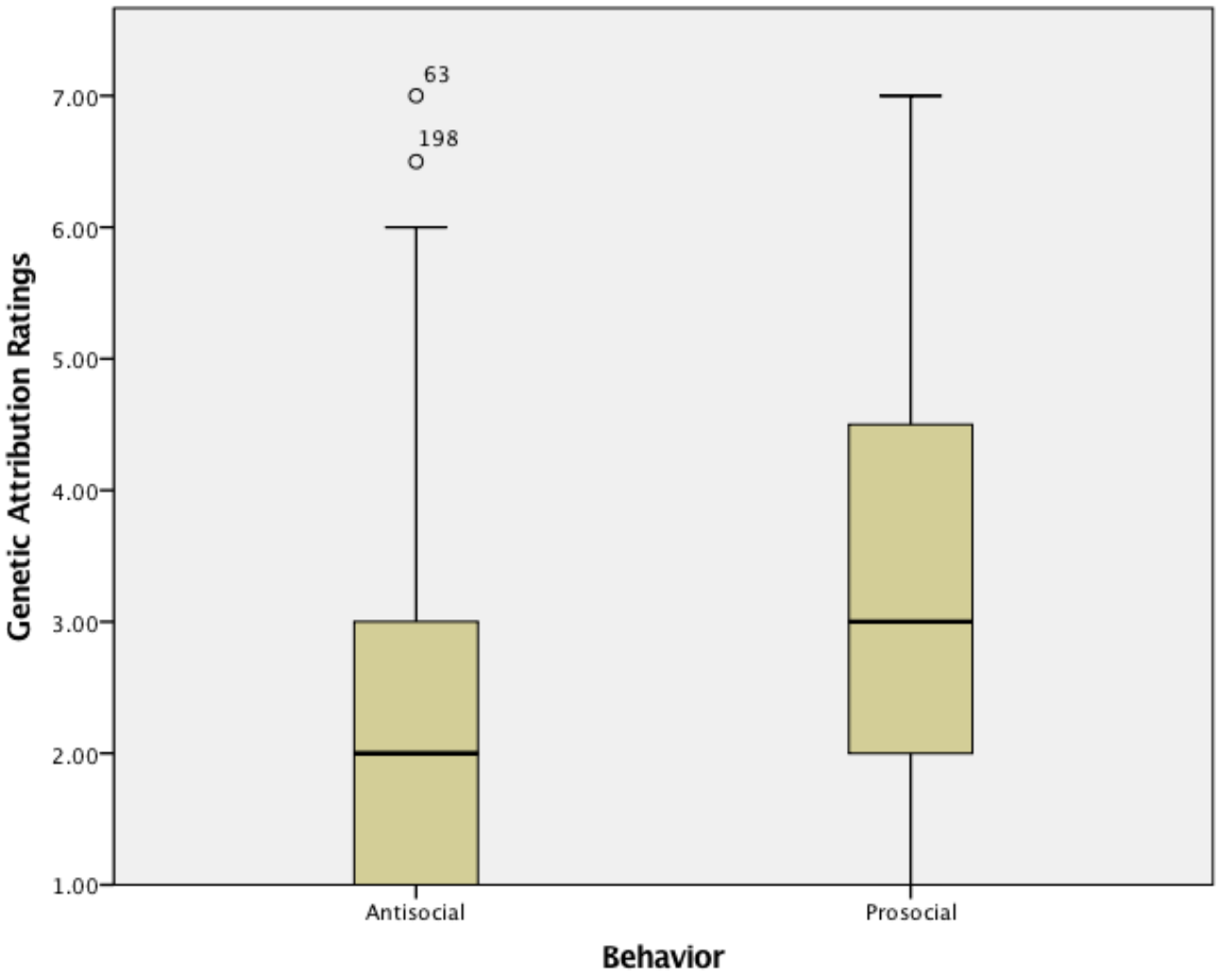
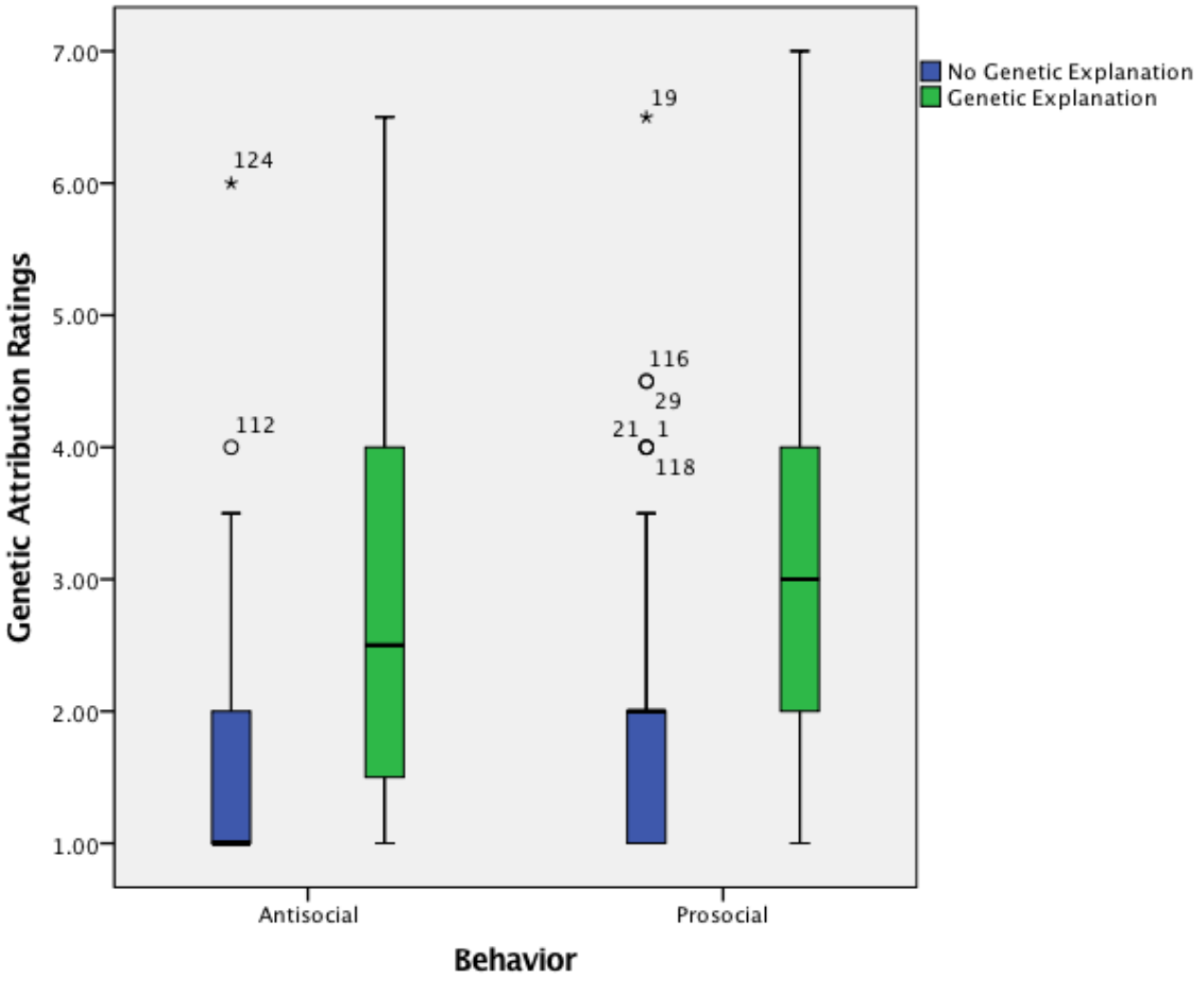
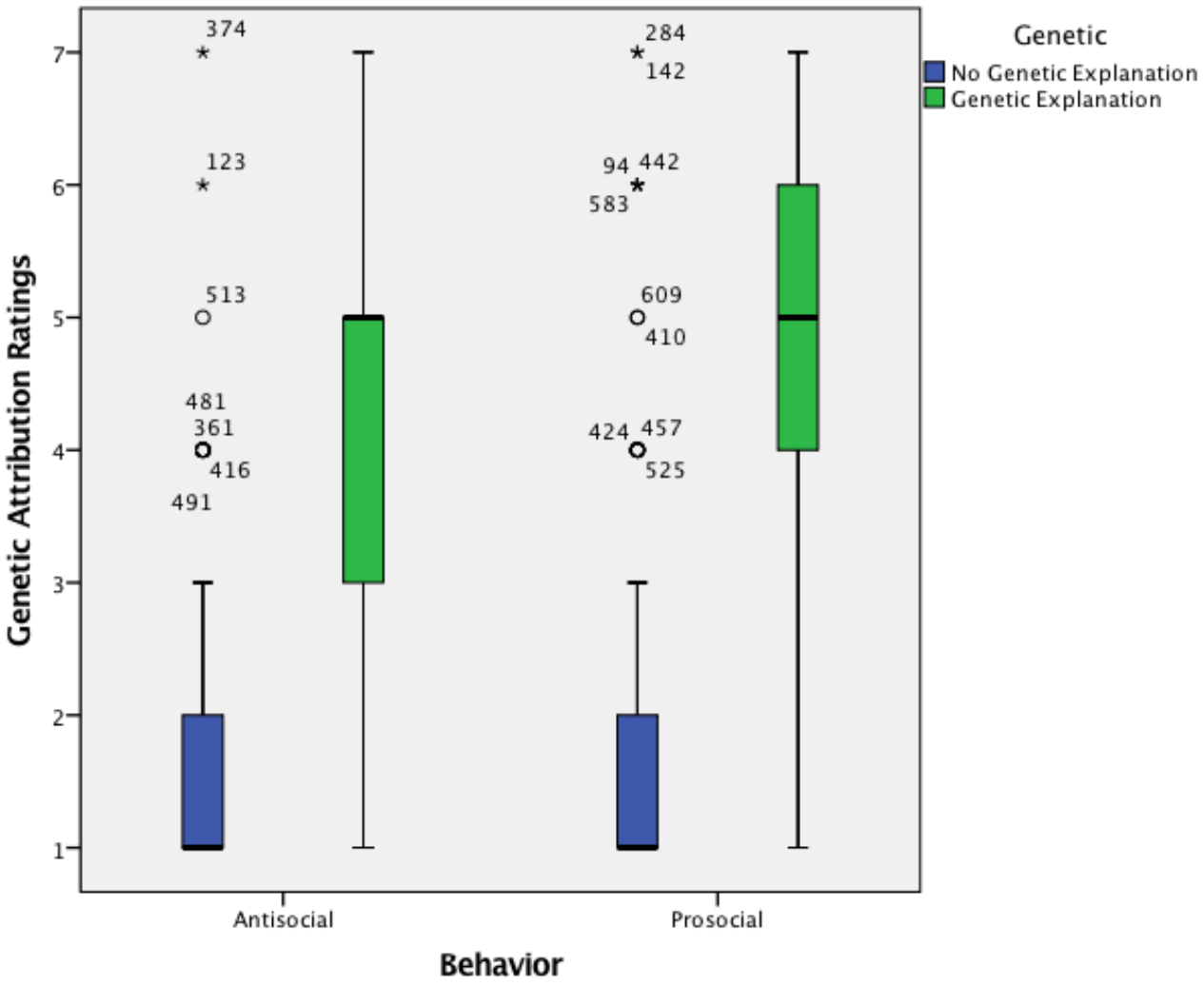
Supplementary Figures



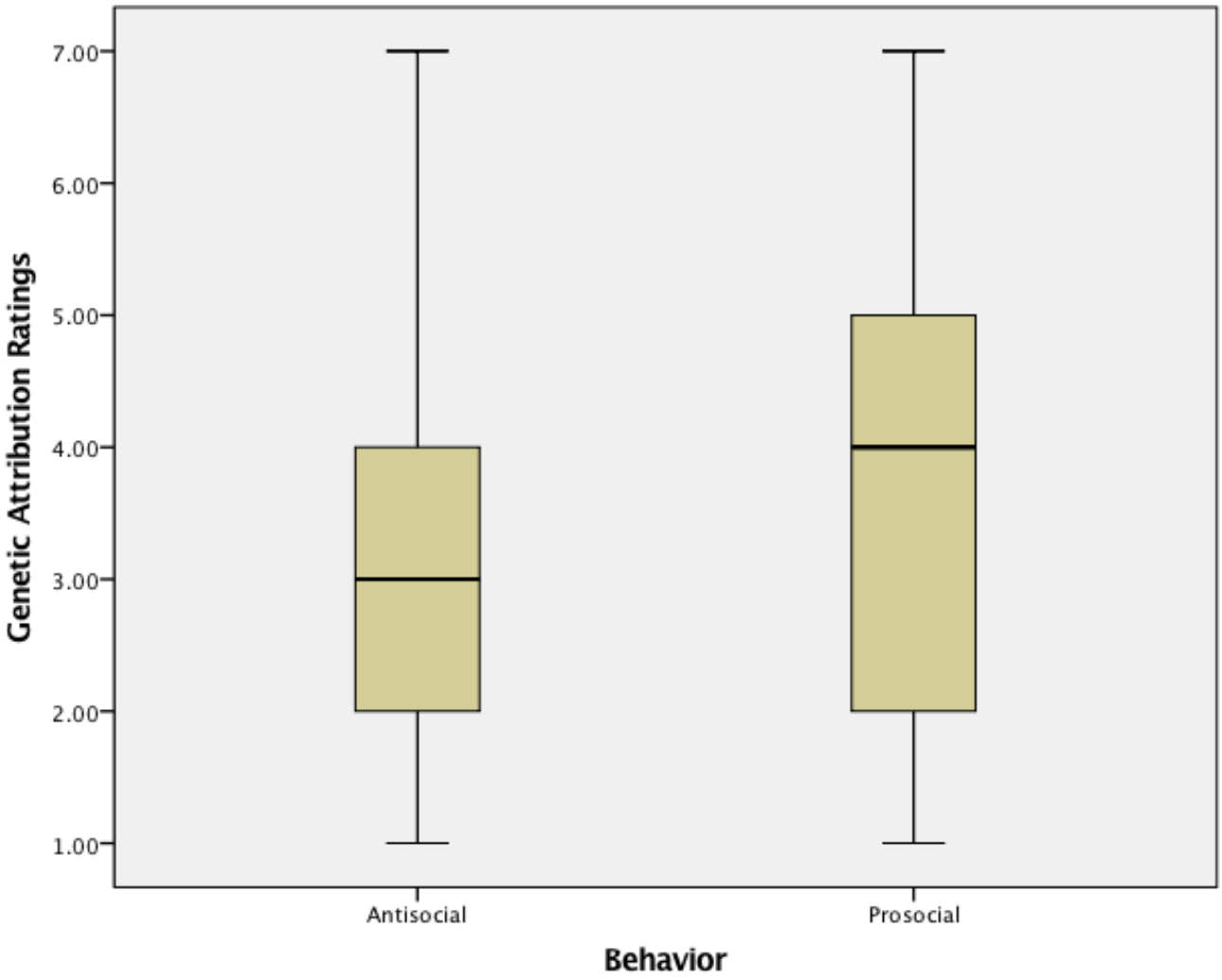
Supplementary Figure 1. Boxplot of genetic attribution ratings in Study 1, averaged across the two vignettes. After reading each of two vignettes about either prosocial or antisocial behavior, participants rated how much of a role they believed genetics had played in causing the behavior, on a scale from "1 (No role or a very minor role)" to "7 (A very major role)." Genetic attribution ratings were higher for prosocial behavior than for antisocial behavior in Study 1, N=251, $F(1, 249)=19.47$, $p<.001$, $d=.56$, 95% CI = [.37, .75]. Center line indicates median, lower and upper box limits indicate 25th and 75th percentile respectively, whiskers extend 1.5 times the interquartile range beyond box limits, points represent outliers; in the absence of outliers (i.e., ratings more than 1.5 times the interquartile range outside box limits), ends of whiskers represent minimum and maximum ratings.



Supplementary Figure 2. Boxplot of genetic attribution ratings in Study 2, averaged across the two vignettes. After reading each of two vignettes describing either prosocial or antisocial behavior, for which a genetic explanation either was or was not presentss, participants rated how much of a role they believed genetics had played in causing the behavior, on a scale from "1 (No role or a very minor role)" to "7 (A very major role)." Genetic attribution ratings were higher for prosocial behavior than for antisocial behavior, N=250, F(1, 246)=4.48, p=.035, d=.25, 95% CI = [.07, .43]. This was true regardless of whether or not participants were given a genetic explanation for the behavior they read about, as there was no significant two-way interaction. Center line indicates median, lower and upper box limits indicate 25th and 75th percentile respectively, whiskers extend 1.5 times the interquartile range beyond box limits, points represent outliers; in the absence of outliers (i.e., ratings more than 1.5 times the interquartile range outside box limits), ends of whiskers represent minimum and maximum ratings.



Supplementary Figure 3. Boxplot of genetic attribution ratings in Study 3. After reading one of six vignettes describing either prosocial or antisocial behavior, for which a genetic explanation either was or was not present, participants rated how much of a role they believed genetics had played in causing the behavior, on a scale from "1 (No role or a very minor role)" to "7 (A very major role)." Genetic attribution ratings were higher for prosocial behavior than for antisocial behavior in Study 3, N=609, F(1, 585)=5.71, p=.017, d=.14, 95% CI = [-.01, .29]. This was true regardless of whether or not participants were given a genetic explanation for the behavior they read about, as there was no significant two-way interaction. Center line indicates median, lower and upper box limits indicate 25th and 75th percentile respectively, whiskers extend 1.5 times the interquartile range beyond box limits, points represent outliers; in the absence of outliers (i.e., ratings more than 1.5 times the interquartile range outside box limits), ends of whiskers represent minimum and maximum ratings.



Supplementary Figure 4. Boxplot of genetic attribution ratings in Study 4. After reading one of six vignettes describing either prosocial or antisocial behavior, participants rated how much of a role they believed genetics had played in causing the behavior, on a scale from "1 (No role or a very minor role)" to "7 (A very major role)." Genetic attribution ratings were higher for prosocial behavior than for antisocial behavior in Study 4, N=608, $F(1, 596)=31.02$, $p<.001$, $d=.45$, 95% CI = [.33, .58]. Center line indicates median, lower and upper box limits indicate 25th and 75th percentile respectively, whiskers extend 1.5 times the interquartile range beyond box limits, points represent outliers; in the absence of outliers (i.e., ratings more than 1.5 times the interquartile range outside box limits), ends of whiskers represent minimum and maximum ratings.

Supplementary Notes

Supplementary note 1. One possible concern about Study 4's responsibility measure is that the item did not specify that it was gauging moral (as opposed to causal) responsibility. Additionally, Study 4's "true self" asked only about the extent to which Jane's behavior reflected who she truly is, which may have been less clear than other measures used in the "true self" literature as to what the concept of the true self refers to. Regarding the former, we asked about responsibility, rather than terms that might have more directly suggested moral concepts (such as praise or blame) so that we would be able to use the same item (with the same wording) for all participants across both the prosocial and antisocial conditions. We also intuited that most laypeople, when making judgments about a person's degree of responsibility for her actions, would think in terms of blame or praise/credit, rather than causal responsibility. Nonetheless, we also ran an additional study (N=610) using the same procedures as Study 4, but with re-worded versions of the measures designed to gauge the potential mediators. In particular, to measure the blame validation mediator, we asked participants to rate, "How much blame or credit/praise would you like to see Jane receive for her behavior?"; participants responded on a 15-point bipolar scale from -7 (a lot of blame) to 7 (a lot of praise/credit). These responses were reverse-coded in our data so that -7 corresponded to "a lot of praise/credit" while 7 corresponded to "a lot of blame"; this meant that higher scores would correspond to greater motivation toward blame. To measure the true self mediator, we asked participants to rate, "To what extent does Jane's behavior reflect her true self — the person she truly is deep down?"; participants responded on a scale from 1 (Not at all) to 7 (Very much). Genetic attribution ratings were measured using the same scale already described in the main text.

The results of this additional study largely mirrored those of Study 4. In particular, there was a main effect of condition on genetic attribution ratings, which were higher for prosocial behavior (M=3.41, SD=1.64) than for antisocial behavior (M=2.97, SD=1.54), F(1, 598)=11.77, p=.001, d=.28. There was also a main effect on blame-praise/credit ratings, which were lower in the prosocial condition (M = -5.24, SD = 2.29) than in the antisocial condition (M = 5.52, SD = 2.58), F(1, 598)=17,674.66, p<.001, d=4.48. Again, as in Study 4, there was no significant effect of condition on the true self variable, F(1, 598)=.77, p=.38, d=.06. There were no significant main effects of vignette or vignette × behavior interactions for genetic attributions, blame-praise/credit ratings, or true self ratings.

When we used PROCESS version 3.2 for SPSS to conduct a mediation analysis using these data, the indirect effect of condition (prosocial vs. antisocial) on genetic attribution ratings through true self ratings was again, as in Study 4, estimated to be near zero (unstandardized b=-.005, 95% percentile bootstrap CI [-.02, .01]). For the indirect effect through blame-praise/credit ratings, the estimated coefficient was in the same direction as, and much larger than, the one found in Study 4 using the responsibility rating, but the 95% confidence interval was also larger and included zero (unstandardized b=.49, 95% percentile bootstrap CI [-.12, 1.19]). We suspect that this wide confidence interval is attributable to the use of a bipolar scale, which suggests a potential advantage of the unipolar responsibility scale we used in Study 4.

The results of this additional study were largely consistent with those of Study 4 but also suggest some potential methodological disadvantages compared to the approach used in Study 4. The results suggest that the items we used in Study 4 to measure the indirect effects of the blame validation and true self mediators were unlikely to have caused an overestimation of the former or an underestimation of the latter.

Supplementary Tables

Supplementary Table 1. Stimuli used in Studies 1 and 2.

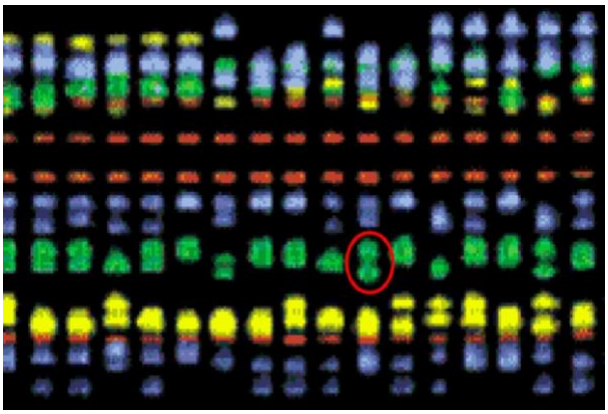
	"Tom" Vignette	"Jane" Vignette
Vignette Stem	Tom is an eighth grader (13 years old), who is one of the more popular students at the middle school he attends. One day earlier this year, Tom was walking down the hallway between classes. As he turned a corner, he saw that there were a few other students in the hallway ahead of him, which was otherwise empty. When he got closer, he realized that two of his fellow eighth graders had cornered a younger student, whom he recognized as a sixth grader, against a wall. Tom had seen this sixth grader around school a few times before – he seemed to be socially awkward and not to have many friends. Tom realized that the two eighth graders were bullying the sixth grader, who was on the verge of tears, by making fun of the way he looked and the clothes he was wearing.	Jane is a 30-year-old woman who lives alone in a one-bedroom apartment in a large city. One evening last year, Jane went out for a late dinner with some friends in her neighborhood. Afterward, she was walking home alone when she thought she saw someone lying on the ground in an empty parking lot near her apartment building. As she got closer, she saw that the person was a large man she didn't recognize but who looked like he was homeless. She could tell that the man was not conscious. She also noticed that next to him there was a cup filled with an impressive amount of money. She looked around to see if anyone else was nearby, but nobody was.
Antisocial Ending	Instead of coming to the defense of the younger student, Tom joined in with some taunts of his own.	Rather than approaching the man and shaking him by the shoulder to wake him up and make sure that he was OK, Jane took the man's cup of money and left him lying in the parking lot
Prosocial Ending	Instead of joining in with some taunts of his own, Tom came to the defense of the younger student.	Rather than taking the man's cup of money and leaving him lying in the parking lot, Jane approached the man and shook him by the shoulder to wake him up and make sure that he was OK.
Genetic Explanation Stem (Study 2 Only)	More recently, out of curiosity, Tom's parents decided to have the whole family's DNA tested using a company that advertises on TV. Genetic research has shown that some genes can increase the likelihood of various behaviors.	About a month ago, Jane decided to buy a DNA testing kit and send her saliva sample for analysis. Genetic research has shown that some genes can affect how people behave in certain situations.
Genetic Explanation Ending (Study 2 Only)	It turns out Tom carries a combination of genes that can make behavior like his response during the bullying incident more likely.	It turns out Jane carries a combination of genes that can make behavior like her response to the homeless man more likely.
No Genetic Explanation Ending (Study 2 Only)	It turns out Tom does not carry a combination of genes that can make behavior like his response during the bullying incident more likely	Jane does not carry a combination of genes that can make behavior like her response to the homeless man more likely.

Supplementary Table 2. Stimuli used in both Studies 3 and 4.

Vignette Stem	Prosocial Condition Ending	Antisocial Condition Ending
Jane lives in a large city. When she sees homeless people who appear to be unconscious or asleep outdoors,	she goes out of her way to make sure that they are OK and gives them a bit of money.	she steals the cups of money they have collected panhandling.
Jane works at a large company. When new employees start at the company,	she goes out of her way to check if they have any questions and helps them settle in.	she gives them misleading advice so that she will look better by comparison in the boss's eyes.
Jane's window looks out onto a busy sidewalk that has a large pothole where people often trip. When she sees elderly pedestrians approaching who look like they may trip and fall,	she stops whatever she is doing and opens the window to call out and warn them.	she gets out her phone and records the accident, then posts the embarrassing video to her YouTube channel to attract more subscribers and advertisers.
Jane owns a company. When she notices a decline in the work performance of any of her employees,	she goes out of her way to check whether they are having any difficulties that she might be able to help with.	she fires them to free up some money, which she uses to increase her own take-home pay.
Jane works for an airline. When she finds bags that passengers have accidentally left on the plane after a flight,	she devotes time outside of her normal duties and hours to help track down the passengers and reunite them with their belongings.	she goes through the bags to see if there are any valuables that she can sell or keep for herself.
Jane is a taxi driver. When she sees tourists who are lost,	she picks them up and suggests the route to their destinations that she knows is most direct, to save them money on their fares, even though she will make less money for the trip.	she purposely takes the least direct route to their destinations so that she can increase the fare and make more money for herself.

Consistency Statements (Appended to the End of Each Vignette)	
Prosocial Version	**Antisocial Version**
This is consistent with how Jane usually behaves: when she realizes that someone needs help, she will provide assistance, even if it means inconveniencing herself.	This is consistent with how Jane usually behaves: when she realizes that someone is in a difficult situation, she takes advantage of them for her own benefit, even if it means adding to the other person's misfortune.

Supplementary Table 3. Additional stimuli used only in Study 3 to manipulate the presence vs. absence of a genetic explanation for Jane's behavior.

Explanatory Information (Appended Below Stimuli Found in Supplementary Table 2)	
No Genetic Explanation	**Genetic Explanation**
According to recent testing, Jane does not have any genes that are known to lead people to behave this way. In other words, there is no evidence that Jane's genetic makeup—the DNA that she inherited from her parents—leads her to behave the way she does in situations like these.	Scientists have found that people can have genes that lead them to behave this way. Here is a graphic that illustrates the area of the genome where these genes are found:  According to recent testing, Jane has these genes. In other words, Jane's genetic makeup—the DNA that she inherited from her parents—leads her to behave the way she does in situations like these.

Supplementary Table 4. Stimuli used in Study 5.

Prosocial Description	Antisocial Description
Jane has a strong tendency to be kind, generous, and caring toward others. She often goes out of her way to treat people well and help them.	Jane has a strong tendency to be mean, selfish, and uncaring toward others. She often goes out of her way to mistreat people and take advantage of them.

Supplementary Table 5. Stimuli used in Study 6.

Character	Prosocial Condition Vignette	Criminal Condition Vignette
Michael	Michael is a 26-year-old man who lives in a medium-sized city. One day earlier this year, he was walking in his neighborhood when in the distance he saw a man attack and start to beat another man with a baseball bat. The victim was holding up his arms, trying in vain to protect himself. Michael ran as quickly as he could toward the scene of the incident, tackling the man with the baseball bat from the side. Michael pinned the man to the ground as the victim ran to call the police from a nearby store. Officers arrived quickly, subduing the attacker and arresting him for attempted homicide. The local paper ran an editorial praising Michael for intervening, which noted that Michael has a long history of consistently behaving the way he did during this incident.	Michael is a 26-year-old man who lives in a medium-sized city. One day earlier this year, he was hanging out with a group of his friends when a man about his age who he did not like came walking down the street. Feeling his anger surging, Michael picked up a baseball bat that was lying nearby and approached the stranger. The man raised his arms to protect himself, but Michael hit him with the baseball bat a number of times, knocking him to the ground. Then Michael hit him in the head with the bat and the man stopped moving. At that point, two officers in a police car cruising past noticed the commotion and got out to see what was happening. The victim was taken to a hospital, where he died. Michael was arrested and charged with homicide. At trial, the prosecutors noted that Michael has a long history of consistently behaving the way he did during this incident.
Nick	Nick is a 28-year old man who likes to sit on his front porch. One day, Nick noticed a man from one of the new immigrant families in his neighborhood walking home from work. One of Nick's neighbors started taunting the man using ethnic slurs. When the man ignored this, Nick's neighbor became angry, approached the man, knocked him to the ground, and began punching and kicking him. Nick rushed to defend the victim, which led the attacker to focus his rage on Nick. By the time he was finished, Nick was badly hurt. The man escaped unharmed and reported the incident to the police, who arrested the neighbor. For his actions, Nick received an award from the mayor, who noted that Nick has a long history of consistently behaving the way he did during this incident.	Nick is a 28-year-old man who likes to sit on his front porch. One day, Nick noticed a man from one of the new immigrant families in his neighborhood walking home from work. Nick started taunting the man using ethnic slurs. When the man ignored this, Nick became angry, approached the man, knocked him to the ground, and began punching and kicking him. By the time he was finished, the man had a concussion, a bloody nose, and several broken ribs. The man's family later called the police, who arrested Nick, charging him with aggravated assault. At trial, the prosecutors noted that Nick has a long history of consistently behaving the way he did during this incident.